

Statesman

vol. 12 no. 40

state university at stony brook, n.y. friday, mar. 21, 1969

Demonstrators Given 15 Day Jail Sentence

By ROBERT F. COHEN

In a move that took the court by surprise, a Commack judge levied a 15-day jail sentence on 21 students from the State University Tuesday.

The demonstrators had been arrested last Thursday as the result of the library occupation in protest of the University's policy on war research and recruitment on campus. The attorney for the students, Mr. Mungo, the father of one of the defendants, asked for a reduced charge of loitering, which is a violation, rather than pleading guilty to a misdemeanor.

The district attorney appealed to the judge to treat the students like any other persons who come before the court. "Just because they go to the University doesn't mean they're something special." Each student was advised of the charge against him, and each pleaded guilty.

The district attorney addressed the court and attacked student dissent of this type. "These persons disturbed the whole orderly process of the University," he declared. "Their conduct shows utter and total disregard for the law. I desire to serve notice on any similar groups who will take the law into their own hands." The district attorney called for the maximum penalty of 15 days and \$100 fine.

The judge, Edward U. Green, Jr., asked the member of the University Administration present, Dr. T. Alexander Pond, executive vice-president, whether he had anything to add on be-

half of the University. Pond did not ask for leniency, but concurred with the district attorney on the reduced charge.

Attorney Mungo stated, "The students will be sufficiently punished by the University . . . They are like the founders of our country — they have voiced disapproval of the government. They are the future leaders of our country. No useful purpose would be served in levying a jail sentence."

After the defense rested, Justice Green said, "In the future, none of you will have a criminal record. You have gotten the best break in the world. However, you don't have the right to take over buildings and break the law. I am amazed at the University's position. They have been too soft on you." The judge's final words were that when the 20 were released, they should "act like decent citizens instead of animals." Green sentenced each to 15 days in the county jail.

The 21 students are: Scott L. Bassoff, 18; John J. Belford, 19; Larry K. Freeman, 17; Jeanne F. Friedman, 18; David A. Gersh, 19; Saul H. Housman, 21; Christine La Bastille, 18; Eric M. Liskin, 19; Frank D. Lo Presti, 25; Marilyn A. Lo Presti, 20; William B. Martin, 18; Alfred J. Mungo, 24; Steven R. Fressman, 18; Gerard Spiegler, 17; Richard J. Spitz, 18; Alice J. Swartz; Jerr F. Tung, 21; Anthony J. Vanzawaren, 19; Ira M. Wechsler, 19; Howard L. Weiner, 19; Suzanne R. Weiner, 21.

Zweig Sentenced For Contempt

By RENEE LIPSKI
Economics Professor Michael

Zweig was sentenced Tuesday to ten days in jail plus a fine of



Prof. Michael Zweig is led to jail by sheriffs

Faculty Backs Zweig

By ISOBEL ADAM
and ROZ LITTMAN

The Faculty Senate unanimously passed a resolution calling for the discontinuation of legal action against faculty members who refuse to testify against students.

This motion, passed on Wednesday, came in the wake of the arrest of Professor Michael Zweig who refused to divulge the names of certain students at the Grand Jury hearings which are presently taking place.

The resolution was made in a public statement deploring such action, and was passed unanimously. Everett Ehrlich, a student, also presented a petition signed by over 1800 students. The contents of the petition were similar to that contained within the resolution presented by the Economics Department.

Dr. Cornelis, of the Economics Department, presented an amendment to the original resolution. This stated that because of continued harassment of certain faculty members, the University Community should cover all legal fees for those faculty members concerned. This amendment was passed by a faculty vote of 113-11.

The Faculty Senate also unanimously passed a resolution which opposes any state legislation on an anti-riot bill. If passed, this bill would take away state aid given to students who engage in demonstrations.

The final discussion at the meeting centered on a resolu-



Faculty Senate Meets

tion presented by the Council for Student Affairs. This resolution demanded that "the University no longer permit the recruiting of personnel for the military and civilian components of the armed forces."

The demand was made because "at the present time, free and open dissent to such recruitment is restricted by a ruling from General Hershey."

The CSA resolution also stated that this ban on recruitment exist "until the president, in consultation with the CSA determines that this limitation on the rights of members of the University Community no longer exists." This resolution was defeated by a vote of 49-56. However, a motion to ban all on

campus recruitment followed. A vote on this motion was not taken because a quorum of 115 faculty members was not present at the time for this vote.



photos by E. Brett
Dr. T. Alexander Pond
addresses Faculty Senate

CSA Undergrad Members Leave Positions Temporarily

Special to Statesman

The undergraduate members of the Council for Student Affairs, citing that body's failure in becoming a "proper channel for creative change", have suspended their commitments to the CSA. The action will be rescinded when "the CSA is transformed into a legitimate channel for creative and innovative change at Stony Brook University."

The five undergraduate members, Peter Adams, Tom Drysdale, Bob Giolitto, Isham Latimer, and Charles Sharpe, expressed their dissatisfaction with existing means for policy formation, particularly the CSA's role in this area. The students said they would not "attempt as individuals to convert the CSA" and make it a group which could "implement and participate in decision making as opposed to decision suggesting."

CSA member Bob Giolitto announced the decision at a student meeting held in G. lobby Wednesday night. At this meeting students concerned with the demands written during last week's library occupation gathered to discuss future tactics. The six demands of that demonstration

were modified and clarified; the revisions referred to Project THEMIS, allegedly a war-related research project and the legal status of Mitch Cohen and Glen Kissack.

The group of about 200 students was split as to what tactics were most advisable. There was a general agreement, however that radical actions would not be desirable at this time. Spencer Black claimed that disruptive tactics would primarily create debate on the value of these tactics, and the actual issues might be ignored.

An additional demand concerning Michael Zweig and other subpoenaed faculty members was adapted. It called for the University to support financially the imprisoned Economics professor in his legal activities; similar support would be given to other professors facing the same "harassment."

The students collected \$50 to be used to help the legal efforts of the 21 arrested last week in the library. It was hoped that enough money would be raised to aid these students as well as Dr. Zweig.

\$200. He is being held on charges of alleged criminal contempt for refusing to answer certain questions before a Riverhead Grand Jury.

The questions to which Zweig refused to respond cannot be revealed, according to Riverhead District Attorney Henry O'Brien.

The hearings, designed to clear up questions left unanswered concerning Stony Brook's drug problems and more specifically the January bust, are a continuation of a series of hearings convened last year. At that time, faculty members were subpoenaed but most refused to cooperate fully and divulge all the requested information.

In the new series, the Grand Jury is requiring more cooperation, according to a State Supreme Court ruling requiring testimony from those involved. Professor Zweig, the first faculty member to be called in for questioning, will be followed by other colleagues including Mr. Koch, Mr. Williams, Mr. DeFrancesco, and Mr. Seif.

Library Defines Fines

Special to Statesman

Library fines, set up two years ago with the consent of Polity, include various loan periods and conditions of loans for different categories.

A three-week loan period is allowed to undergraduates, while graduate students are allowed to keep a book for five weeks. Graduate students writing theses are allowed books for an entire semester, and faculty members have an indefinite loan period. Fines for overdue books for all students are ten cents per day for each day an item is overdue. These fines do not affect faculty members.

Dr. Weitsch, director of the library, made it clear that "these library fines are not completely arbitrary." He referred to the fines as "an unpleasant disciplinary measure... run as an enforcement machine which hits the students more than the faculty, and the library would like to do away with them if possible."

Mr. Donald Cook, assistant director of library services, confirmed the fact that faculty members are given an indefinite loan period. However, he made it clear that "all books taken out by faculty and graduate students are subject to immediate recall after three weeks." Mr. Cook stated that, "after much investigation into the matter, it was determined that this system is the best one under which the library can work." For the most part, faculty members are willing to work under this process, and do return books when they are requested by students. Mr. Cook said that, "the library has run into some problems with three or four faculty members," and he blames this on the fact that these teachers are so busy that they simply forget to return a book when it is requested.

Mr. Cook agreed with Dr. Weitsch in saying that he "would be most happy to eliminate fines." He said that "fines entail a tremendous amount of book-keeping, and the library acquires absolutely no profit from them." Mr. Cook stated that "all money from fines goes to the New York State treasury."

Car Towing Initiated By Security

Following a directive of the parking policy committee, Security has begun a campaign of impounding cars whose owners have accumulated a large number of unpaid parking tickets. Thus far, one automobile has been known to have been towed away and impounded.

A 1964 blue Oldsmobile Jetstar belonging to student Richard Hartman is apparently the first car to be impounded. Hartman had been parked in T-lot with a P-lot sticker. He had originally been denied a T-lot sticker due to lack of space. However, when space was made available Hartman was unable to obtain a sticker good for that lot because he had accumulated some 60 unpaid fines.

Polity Attorney Richard A. Lippe was consulted after the car was towed to the service building garage on Friday. He considered the seizure an "illegal conversion" of private property. If the Student Council considered the matter of sufficient importance he would consider initiating a law suit.

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Sanger To Be Dedicated

By JEFF HABERMAN
Margaret Sanger College is being officially dedicated this week. To commemorate this event, the college has called on a series of speakers and the library has filled its display cases with Sanger memorabilia.

On Monday, March 17, The Life of Margaret Sanger was shown in the college lounge and another film on the problems of overpopulation was shown on Wednesday. A panel consisting of J. Gagnon, L. Lader, C.

Rice, and F. Roener will discuss "Abortion and the Law," tonight at 7:30 p.m. in Roth cafeteria.

The week of special events will draw to a close on Saturday when Alan F. Guttmacher delivers the keynote lecture at 3 p.m. in the Physics lecture hall. There is a dedication ceremony at the college at 5 p.m. where Grant Sanger will be a guest followed by cocktails and dinner for the residents of the College.

Calendar

Saturday, March 22
COCA, Becket 7, 9, and 11 p.m., Physics lec. hall

Theater Arts Production, Ivona, 8:30 p.m., University Theater.

Gershwin College Mood, The Roots of Evil, 9:00 p.m., Roth cafeteria lounge

Sunday, March 23
Toscaninni College Folk Concert, Bob Stuart, folk singer, 9:00 p.m., Toscaninni lounge

Monday, March 24
Gray College Film Festival, W.C. Fields, The Bank Dick, Mississippi, Gray College lounge

Tuesday, March 25
India Film Society, Ram and Shyam, with English subtitles, \$25 for undergrads, \$1.50 for others, 7:30 p.m., Chemistry lec. hall

Benedict College, Dr. Wheeler of the Anthropology Department will speak, "SB vs the Nation" 8:30 p.m., AB lounge

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SITUATION WANTED:

Any kind of off-campus administrative work wanted. Call John, 5940.

SERVICES:

Typewriter broken? Fred 4645.

PERSONAL:

Levi — make it a happy birthday for us too. Clean your birthday suit! Happy birthday, anyway —B15 and others.

Joanne — E-2 is having a Circus Party tomorrow (Sat.) night in EFG lounge. There will be beer, foot long franks, punch, etc. It should be a lot of fun; definitely worth the trek to G dorm!—Ilene

Em—condolences on the recent death of your TING.—5 with Tings

Old El—bring back the money. I'll pay for the abortion.

Student Talent Exhibition

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Time Has Come

By **DANNY LAZAROFF**
Member OPT

According to our president, Dr. Toll, the student body has proper channels on this campus through which to express their needs and desires. Many of us have, for quite a while, made a grand effort to convince Dr. Toll and the Administration that these channels are no more than puppets of the president, and serve no constructive purpose on this campus. Dr. Toll has turned the other cheek to our comments and inquiries, and continues in his belief that the student has adequate means of communication at Stony Brook. Now, as 21 people from the University spend 15 days in a jail cell, perhaps it is the time to force the issue until a satisfactory settlement is reached. All efforts to quietly and respectfully request a change in the administrative structure of the University have failed. In the past, our suffering from this flagrant neglect of the student has not been directly felt. However, now we see several of our brethren being punished for an incident that no doubt could have been avoided with the existence of proper channels. The problem has grown from the academic sphere, and now takes its place in a very real, less sterile one. With the use of outside agencies such as the police, Dr. Toll has necessitated a swift course of action.

That Dr. Toll must resign or be fired should be clear to everyone on this campus. Yet, we cannot stop here. By substituting the Faculty Senate and University Curriculum Committee for the needed proper channels, we have been reduced to the status of mere children, and we cannot allow this to continue. Unless we begin and continue to organize not in factions but as a whole, the Stony Brook campus inevitably be the scene of much violence and bloodletting in the coming months. Despite political differences and other splits among us, as students we have the obligation to unite and see that proper channels are created. Without them, everybody will suffer, except for Dr. Toll. Once proper channels are set up and meet our standards as effective and potent, then we can again begin our political quibbling and other battles within the framework of institutionalized and legitimate bodies. As of now, we fight between ourselves, gain nothing, and gain deeper disrespect from our fellow students, faculty members and surrounding communities. Dr. Toll can sit back and get a big laugh out of the whole thing and feel secure in his position. If we can get together, even if it must be temporarily, we can oust Toll, establish the

badly needed channels, and restore order to Stony Brook. If we do not choose this course, I fear the worst for this institution. If you are not prepared to help the cause, I suggest you transfer, because without the help of every student, Stony Brook will soon indeed become the Berkeley of the East.

SUNY Centers

Demands Presented At Buffalo; Moratorium Eases Harpur

Special to Statesman
Students at the State University campus at Buffalo presented the administration with a list of eight demands including an end to all contracting of defense research on the campus, and student control of 50% of the voting power and membership on all departmental and university decision-making bodies.

The demands, which were presented to Acting President Peter Regan March 1, were the result of hours of debate by students who had assembled continuously in Filmore room since Feb. 28.

The list of demands was originally drawn up when, according to the student newspaper, *The Spectrum*, "emotions were running high, and an almost

giddy feeling pervaded as people talked of having liberated a building." One of the buildings was forced to remain open all night due to the vastness of the crowd that gathered.

The reaction from the administration was fast and simple. The following day, acting President Regan issued short replies to each of the demands, explaining what work has already been done in each area and which demands weren't relevant to the university.

Other demands include: expression of solidarity with the Black Student Union and support of their aims and goals; that the university cooperate in no way with local, state, and federal narcotics and intelligence agents, and if they have know-

ledge of such, they make it public; and the abolition of university accreditation for ROTC.

Also at the Buffalo campus, a motion to create a program in black studies, which would be offered as an undergraduate major, was approved by the Policy Committee of the Faculty of Social Sciences and Administration.

The director of Black Studies Programs, Hollis Lynch, explained that the program will study "aspects of the Afro-American experience with a view to providing a proper appreciation of the contribution of black Americans to American history and culture."

The program states as one of its objectives: "To provide on campus a psychological home for black students," and to encourage "the expression of the Afro-American subculture in music, drama, art and humor."

Indicating that the program will not be limited to problems of the Afro-American, Dr. Lynch emphasized that it will try to suggest solutions by working closely with the black community.

The Black Studies Program will have two major divisions: the social sciences and the humanities. Students intending to major in black studies will be required to take these courses: The African Background, The Afro-American Today and African and Afro-American Social Thinkers.

Harpur College students, faculty and administrators discussed the school's goals and its roles during a two day moratorium on classes last Monday and Tuesday.

According to sources on the Colonial News, Harpur's student newspaper, the moratorium eased the tension caused by a fast of 35 students, protesting the actions taken against members of the student body for participation in the obstruction of recruitment last December.

Although, "nothing concrete came out of the moratorium discussion," it was successful according to sources, "in getting the campus back on its feet."

Summer Session Schedule

8-9:15 EDU 150 EDU 160 EGL 205 GER 111-112 HIS 101 PSY 208 PSY 209	9:30-10:45 EDU 160 EDU 201 EDU 203 EDU 345 EDU 360 EDU 365 EGL 191 EGL 225 ESG 201 ESG 323 FRN 111-112 FRN 151-152 FRN 231-232 HIS 218 ITL 111-112 MAT 102 MAT 205 PHI 101 PHY 103 POL 102 PSY 102 PSY 211 SOC 256 SPN 111-112 SPN 151-152 SPN 231-232	11-12:15 ART 101 ART 120 (1:30) EDU 250 EDU 346 EDU 365 EGL 192 EGL 274 ESG 162 ESG 334 HIS 201 MAT 103 MAT 232 PEM 100 PEW 121 PHI 102 POL 101 POL 216 POL 221 PSY 215 SOC 103	12:30-1:45 ANT 101 ANT 102 EGL 212 ESG 353 HIS 216 MAT 155 PHI 103 POL 156 PSY 101 SOC 237 SOC 241	2-3:15 ANT 102 ART 122 (4:30) EGL 280 MAT 156 PEC 101 PEW 100 PHI 151 PSY 162	3:30-4:45 EGL 241 EGL 252 SOC 287
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BIO 311—lectures MWF, 10-11; lab. TTh, 9-1:30
BIO 321—lectures MWF, 11-12; lab. MW, 1-4:50
CHE 102—9:30-10:45
CHE 106—lab., TTh, 1-4:50
ESS 102—lectures 9:30-10:45; lab. MW, 1-4:50

GER 151-152—9-11:45
GER 231-232—10-12:45
PEC 101—3:15-4:30
PEM 120—3:15-4:30

Thefts Plague Tabler

Last Sunday two student businesses were broken into and robbed of a total of \$55. The thefts took place in the Toscanini College (Tabler V).

Robbed were the Tabler Commissary and the Tabler Coffee House. The Commissary was robbed of a locked cashbox containing \$35. Missing from the coffee house was \$20.

Rick Hartman, commissary manager believes that both establishments were robbed by the same person or persons. The

commissary and coffee house are adjacent to each other in the basement of the college. The robberies took place between 2:00 a.m. and noon Sunday. The locks to both places were openable only with a master key.

Security had been called in and they said it would be reported to the Suffolk County Police. Thus far there has been no other action taken.

During the previous week a student residing in Toscanini College had \$25 stolen from his locker suite.

Correction

The CSA statement on page one of Tuesday's Statesman should read: "The CSA feels that legitimate channels for creative change in the University are no longer heeded. The attempt to make the CSA one such channel has not succeeded. Therefore, the CSA will no longer mediate in confrontations."

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Requiem For Toll

By NICK BIANI



To the tune of "The Cruel War"

The campus is raging. Johnnie, what goes on? Stony Brook once was quiet: it's now like Saigon. Our work is disrupted: it grieves my heart so. Won't you solve all our problems: go, Johnnie, go.

You fired De Francesco: the research files you closed And you took both these actions unchecked, though opposed. You're slick and evasive—say yes while meaning no. Won't you end confrontations: go, Johnnie, go.

Our library visit (for some, the first all year) Has dispelled the illusion: "It can't happen here." "Legitimate channels" get nothing done, and so We must ask one small favor: go, Johnnie, go.

The public condemns us; the gendarmes feel the same And we're now polarizing. We think you're to blame. The students don't want you, and Polity agrees. Won't you go out to pasture? Please, Johnnie, please.

Head Of S.U.N.Y. At Westbury Leads Dialogue On Innovation

By JUDY HENNINGSEN

I cannot the image-appearing a scene on SUNY at Old Westbury I walked away two and a half hours later after a dialogue which had proved into one of the most vital and controversial dilemmas facing both the University and the outside world — the problem of confrontation: politics versus needed channels to effect change.

The scene was Carleton College, home of the most active college plan on campus. The speaker was Dr. Harris Wofford, president of the new experimental State University at Old Westbury.

The small crowd of students listened attentively as Dr. Wofford began by describing the set-up of his university. He emphasized that many possibilities for experimental programs have not yet been fully explored, so that Westbury's exact role is still far from finalized. Nevertheless, the school has recently decided to institute a constituent college program. The student will be able to choose his curriculum from one of three different programs: Learning Through Teaching, Education Through Action — Urban Studies, or Disciplines College. Other unique features about Westbury include its Common Humanities Seminar and the opportunity for independent study in fields chosen by the student. Dr. Wofford added that the college has an overload of applications (1200 applications to fill 100 slots for next September), and is looking for diversity in its student body, hoping to attract some students who have thus far not been turned on to innovative education.

More important issues were unearthed when Dr. Wofford's "speech" evolved into a dialogue among students. The topic seemed to be just exactly what has been causing overreaction, hostility, and polarization on this campus in recent weeks. All present were united in the common belief that change must be brought about in society and in the University. The division exists, however, in what means can best achieve these ends. For one of the first times, meaningful communication was established at Stony Brook where, with intensive concern rather than name-calling, the question of methodology was discussed.

Dr. Wofford stressed that there were no easy answers, and it would take a "Political Einstein" to enable us to comprehend the vast system of which we are a part. Speaking candidly and honestly about the



Geodesic domes serve as classrooms at the temporary campus of S.U.N.Y. at Old Westbury, where Dr. Harris Wofford is President.

problem, he was not dogmatic and admitted that there was always the chance that he might be wrong. However, he expressed the belief that some radicals have too much of a "black and white view of the world." Dr. Wofford asserted, "I am pessimistic of effectively changing institutions in a Quixotic or revolutionary way." He said he detected a "killer mood in the air" when it came to college uprisings. Raising the question of whether the answer to force can be counter-force, a student replied by stating that the violence in society is initiated by those who uphold the status quo, not by the students. Another student suggested that the aims of education and social change could hardly be incompatible, since, "confrontation is education."

Dr. Wofford's strength in keeping his audience alert and questioning came from his analytical approach. His advantage was derived from his constant ability to recognize the vantage point from which his ideas arose and from which he was speaking. He recalled his background of studying non-violence and passive resistance in India with Gandhi, and his horror of seeing this ideal destroyed by the assassinations of Gandhi, Martin Luther King, and John and Robert Kennedy. Dr. Wofford also related that he helped administrate the Peace Corps, and spent a night in jail in Chicago during the Democratic Convention last summer. He stated that his personal outlook caused him to be "concerned about violence and its evils. I'm bothered now what's going on because I've been espousing civil disobedience and practicing it on occasion." He reflected, however, that this method of protest has no monopoly on effectiveness.

Dr. Wofford admitted that although bothered by anarchy, he was also attracted to it in some way. "Yet, I'm too committed to be drawn over into it. I get to the edge and know I'm really a lover of the law." He pointed this out as a major difference between himself and young radicals: he ascribes to a somewhat "over 30" outlook. The protest of Gandhi, he stated, showed tremendous respect for the law. This was inherent in the civil disobedience movement. Today, however, he feels most students view laws as enemies. He termed this "gay disobedience," and expressed the fear that at Westbury, as well as other schools, the "intellectual experience of forming what a college might be" could be overshadowed by the politics of confrontation.

The question of what our University's place is in society has never been answered at Stony Brook, voiced one student, calling this the tragedy of our University. He added that we spend so much time on the ridiculously small issues that we never have dealt with the major one. Are there peaceful channels left? One student suggested that in order to have peaceful channels, there must be a history of dialogue in the University Community; a natural and continuing process. It was suggested that college administrators must confront the issues if they are being confronted by problems, and view colleges as people rather than as buildings of brick and stone.

Where do we go from here; what means are moral? What means are effective? Maybe the solution is to drop our defenses.

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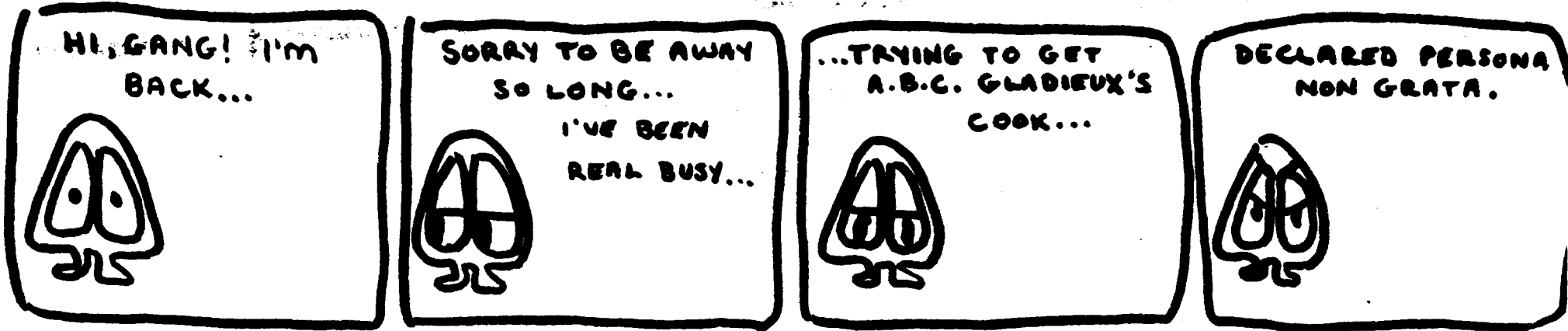
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GLEEP

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Spring Awakens Students

By MARCIA MILSTEIN
Feature Editor

One week ago, Stony Brook displayed the symptoms of a strife-torn University. A chill dominated the air and the faces of students. Today, the campus is peaceful and warm. The change was brought about by the simplest and oldest catalyst: weather.

This morning at 8 a.m. Mitch Cohen went to court. Today at 3 p.m. recruitment, research and arrests are the furthest thoughts from most minds. Last Wednesday the library mall was blanketed by snow and angry people who stormed the library to voice their demands. The snow has melted and so has the dissent. Today students are lingering on the straw-like grass of the mall, conversing, basking in the sun, reading or thinking.

One hundred students are sprawled along the circumference of Lake Leon. In shorts, tee-shirts and jeans they rest in groups of 2's and 3's, in clusters or alone. They play frisbee and ball in front of dorms. Some pensively stare into the mirroring water. The pond is polluted, not crystal-clear, but it does reflect the lollipop

lamps. Four boys shatter the glass-like surface by skimming rocks; a bell-bottomed girl photographs them as they disturb the serene waters. A boy rolls up his jeans and wades in the pond.

The air has propelled students to motion. No matter how diverse their activities, they are sharing an experience. Roth is transformed into a community.

Last Tuesday night a hostile crowd gathered in G lobby after Mitch Cohen's arrest. Tonight tranquility reigns. Two couples rest by the pond, oblivious to passers-by but aware of their natural surroundings. The library mall is barren; the climate is mild.

Tomorrow some students will meet again to discuss "Where do we go from here?" The issues that have been raised last week must be kept as alive as the spirit of spring.

Undoubtedly the two percent of activists will continue to struggle for change behind the scenes. But whenever the student body does something openly and collectively, there is beauty in the act. Last week's sit-in proved this as did today's testimony to spring. Both are demonstrations for Peace and Life.

Merits Of Oceanography 104 Most Crucial Campus Issue

By MICHAEL COVINO
I pick this time of civil war between our brothers of SATIRE, SDS and BSU to remind everyone that the issue of the University requirements has not yet been settled. I feel that this issue is of more importance than that of students occupying buildings (which is of unquestionably more importance than America's occupation of Vietnam). Let us not get sidetracked from the real issues.

I offer you my argument in the vigorous defense of the University requirements.

While everybody talks incessantly of the provincialism of forced requirements, I have to say that their effect is rather the opposite. They are quite psychedelic. I feel that I can safely say this from my position overlooking Lake Leon. Relaxing here on the green, grassy, rolling banks that are the focal point of Roth Resorts (not to say that anything is undesirable about the Benedict Bungalows), I realize now that Dr. Glass and the other educators understood that Oceanography 104 would benefit me, an English major, beyond my most abstract notions.

I know why the ducks congregate at the south end of the lake rather than the north end during days of low humidity.

I know why the pebbles on the slopes of Little Leon decrease in size as the slope descends. (2-0.5) mm. sand-sized grains are only affected by the least powerful of turbidity currents whereas finer silts are deposited in the middle of Lovely Leon by the Langmuir currents.)

I know why bubbles are coming up out of the water at the southwest corner of the lake. It obviously has something to do with that pipe pumping in water.

I know why students walk out on the thin ice of Lecherous Leon (why I used "Lecherous"



I don't know, but it just sounds nice) without regard for body or spirit.

Are you impressed with my knowledge? Just wait 'till summer comes and I'm at the beach. Old Oceanography 104 is really going to serve lecherous purposes. When the muscular Coppertone baby tip-toes past me with Miss Stony Brook Engineer dangling from his graceful arm and he smiles condescendingly at me, I am going to kill him with intellectualism. I am going to rap to that girl all about continental drifts and why that boulder is so far up on the beach and I am going to rap about the carbon-dioxide cycle and photosynthesis and respiration and why phytoplankton are picked on the by zooplankton, and when I'm through his muscles are just going to shrink up like dried apricots in the sun. He'll know though he may

outswim me, it is I who has the ultimate say on matters pertaining to the realm of Poseidon. That pretty girl will drop off his arm like a hair falling out of an odious armpit, and I will smile sweetly at the image of University requirements gazing down on me from some nimbostratus cloud of silver.

And what will I have to thank for all this? Why the University requirements and those profound minds that enforce them, naturally. If I had my way I surely would never have taken Oceanography 104.

I call for the preservation of cultural awareness on our magnanimous campus. Otherwise, what can a poor Phillistine do but to occupy a building in remembrance of a war that the Suffolk County courts and the media seem to be forgetting.

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Commission Proposals

In the Tuesday, March 11 issue, Statesman printed the Faculty-Student Commission proposals concerning University life. These proposals are sufficiently important to the University community so that all its members should become familiar with them. They will be discussed next week and voted on April 14-15.

Following are capsules of some of the more important aspects of these proposals from our viewpoint. However, we hope that you will take the time to examine the complete document before casting your ballot.

The first proposal concerns the library and the bookstore; obviously we cannot help but support the notions that more library space is needed, that better controls should be enacted to prevent the theft or loss of books and that faculty should be made to return books after a reasonable period of time. As far as the bookstore is concerned, we feel that the Commission has not suggested the necessary reforms and methods of implementing them. Almost everyone has had problems with the bookstore ranging from high prices to poor stock. The only apparent way to change the situation would be section three of the proposal which calls for a board to control the bookstore. If this board were to be given absolute authority and if they were to work towards making this a co-operative enterprise, we would support the proposal.

The section entitled Job Security for Non-Academic Professional Employees is a clear cut reform of the present system. If passed it will eliminate current injustices (such as that of John DeFrancesco). The proposal calls for enumerations of the employee's duties and responsibilities as well as clear notification given to an employee if his performance is unsatisfactory. The proposal also provides for an appeals board which is made up of the employee's peers and not the appointees of any one group. Along with the governance proposal, this eliminates the politics we suspect currently influence the present structures of the professional staff.

The next section of the proposal calls for several major innovations. It proposes the establishment of a Center for Urban and Regional Affairs and an Office of Community Affairs. Both are concerned with getting the University involved in the surrounding community, a role it has thus far almost ignored. We support the Commission in calling for the University to take heed of its obligation to the world outside this closed community. The Commission further states:

The experience gained through participation in community projects cannot be acquired in books or in the classroom, and such experience is significant to contemporary life.

The proposal on the Personnel Office and the C.S.E.A. calls for the creation of an orientation program for new civil service employees and procedures for the adequate feedback of complaints. In the past individuals and groups on campus have found it difficult to deal with civil service employees; the primary difficulty being

that the employees are often not responsible to the administrator in charge (i.e. janitors and custodians are not directly responsible to R.A.'s, college legislatures or even quad managers but instead to a third party, a civil service supervisor.) The Commission proposals will help to alleviate the present deficiencies in the performance of the civil service.

The remainder of the Commission proposals will be capsuled in next Tuesday's Statesman; along with them will appear a schedule of the hearings on the proposals.

Spring On Campus

Yesterday, the first day of spring, brought to the Stony Brook campus a pleasant wave of warmer weather. Along with the warmth of the vernal sun, students have found it enjoyable to partake in outdoor activities. However, along with all these pleasures came the annual thaw of Stony Brook mud. As mundane as it may seem, last Friday, March 14, was the second anniversary of the great mud and lighting protest. Due to the more idealistic items at hand, observance of this commemoration was not possible; however, it is still not too late to note that many of the same conditions protested two years ago still exist.

The University has spent huge sums of money in an attempt to beautify the campus, especially the areas around G and H quads. A \$190,000 contract for planting in these areas is not scheduled for completion until the middle of this year. The University should get the contractors out here, now that the weather will permit such activity.

The winter storms we hope are well in the past and now there will be no reason for sand to be placed on the sidewalks to prevent people from slipping on ice. Meanwhile, the sand remains on the walkways. Along with the sand is mud washed down from the sides of the walkways. All this is being carried into dormitory rooms and is ruining countless numbers of shoes. To top all this, landscaping has begun around the uncompleted Stony Brook Union. This, in addition to causing a great inconvenience to those passing that way, has created a safety hazard to those who must walk along the road or face losing their shoes and their composure by walking in the newly formed mud.

We strongly urge Mr. Clifford Decker, director of the physical plant, to begin a massive clean up campaign on all campus walkways. We also cannot stress enough to Mr. Arthur Taber, director of safety and Security the importance of the need to remedy the walkway situation or rather the lack of it around the Stony Brook Union. If you feel you wish to add your personal complaint and urging to this editorial, we suggest that you contact these gentlemen who can be reached by telephone at these numbers respectively: 5900 and 5902.

Perhaps then, as Mr. Decker said one year ago, "This work will be a tremendous visual improvement almost immediately."

Faculty Comment Chairman Responds — A Question of Funds

Your issue of Tuesday, March 11, carried on page six an article headed "Two Russian Teachers." This article so distorted the facts that I feel a clear statement of the appointment status of the two Russian instructors in question, namely Helen Jacobson and Nina Thompson, is desirable.

This article was written on the apparent assumption that these two instructors have been dismissed. This is not true. In fact, the decision on whether or not to rehire one or both of them has not yet been made. Certainly there is a problem, a problem which involves not only whether to offer reappointment, but also how. This problem is not one of funds but of lines. Each one of these instructors was hired for last fall on a one-year basis at a time when we had actually no vacant instructor positions. In order to accommodate them both Mrs. Thompson and Mrs. Jacobson were placed temporarily on professor-rank lines. Both Mrs. Thompson and Mrs. Jacobson were made aware at the time of their appointment and during the course of this semester that their appointments could not be continued on the professorial lines but that they would be considered for any instructor lines which became free or which were given new to the department. The reason why we could not continue them on the professorial lines is simple: we have made appointments at professorial rank on these lines. This department has at the present time only three instructor lines, all of which are occupied. We expected that the new budget would bring us new instructor lines but as everyone on campus by now knows there was a very tight squeeze from Albany on the budget for 69-70, in consequence of which no new lines were made available to the campus.

The result of all this as far as it concerns Mrs. Jacobson and Mrs. Thompson is that we have at present no instructor lines vacant for which we can consider them, and that we can't expect to get any new lines under the present budget restrictions. Nevertheless, we have not yet made a final decision on the reappointment of these two ladies because we are awaiting the outcome of negotiations with a candidate for one of our full professor positions. It is possible that we shall have one full professor position vacant for the year 69-70 because the candidate will not take up his appointment until fall 1970. In such an event we will be able to consider either Mrs. Thompson or Mrs. Jacobson or both for a one-year appointment on this line. I am not saying that we will definitely choose to fill the line in this way because there are other staffing problems facing the department which we shall have to take into consideration when deciding how to use this line in the best long-term interests of the department and its students. We hope to be in a position to make the necessary decision within the next or two.

I would also like briefly to address myself to the statement you make that the German Department is being built up at the expense of the Russian section. In fact, we have made for the coming fall two major, professorial appointments, namely Jan Kott and Roman Karst. Jan Kott is a world-renowned international celebrity, a major

coup for the Stony Brook campus, and his appointment will strengthen chiefly the Slavic section of our department. Roman Karst, the celebrated novelist, critic, and scholar, has written books not only on Thomas Mann, Kafka, and Goethe, but also Pushkin, Tolstoy, and Dostoevsky. He comes to us directly from behind the Iron Curtain — in fact, we aided him in some ways in making his escape. He will teach half in the Slavic section, half in the Germanic section of the department. This means that of the two appointments we have made this year one and a half are principally for the benefit of the Slavic section of our department. The overall long term basis behind the planning of appointments of such character and caliber is to insure that this department can plan to start graduate work in the Slavic languages and literatures at the same time as in the Germanic languages and literatures. The proposal for such graduate work will be submitted this spring and hopefully graduate work will begin in both German and Slavic studies in the fall of 1970.

We will undeniably have to cope with manpower problems during the academic year of 1969-70. These problems result from the general budgetary situation, in consequence of which we have been unable to add to our faculty in any of the languages we at present teach, namely German, Swedish and Russian, complicated by the circumstance that we will necessarily lose some members of our staff who are now on non-departmental lines (we shall certainly lose, for instance, two German instructors who are on lines borrowed from other departments which we now have to give back). Once again I would like to say that I am receiving very encouraging support from the Administration in thinking about emergency means to solve the problem of staffing language sections next fall. Some of these problems we may be able to solve in May when pre-enrollment figures are available; others may have to await their solution until September. At this time I would merely like to point out that the situation, so far as it is predictable, is being very carefully investigated.

Statesman is a very valuable organ of student opinion which we members of the faculty would like to be able to take seriously. It is difficult to do so when an article of the kind I am now answering is allowed to go into print. I would like to assure you that I am writing as a benevolent supporter of many student causes and to request that in the future when you endorse any cause in print you try to make sure that you are in possession of all the facts pertaining to that cause. In the case of the problems surrounding the re-appointments of two Russian instructors it would have been very easy to explain the facts of that situation to you had any of the members of your staff cared to take the trouble to talk with me about it. As it is, I don't know what your sources were, but there were certainly no consultations or checking with this office.

Andrew White,
Chairman,
Department of Germanic and
Slavic Languages

voice of the people...

A RESPONSE

To the Editor:

I am very curious as to whether Mr. Callender has made a thoughtful evaluation of the events that occurred at the library during the sit-in. He chooses to cite those individuals on the inside as a group with legitimate motives and those individuals on the outside as a group representing nothing but fascist ideas. He also claims that those on the outside were attempting to create a black-white confrontation which would have further disrupted an already serious situation. Mr. Callender, on this subject, seems very thoroughly confused.

Those students who appeared at the library had no thoughts of confronting or intimidating BSU in any way. As a witness to these events, I was under the impression that any racial disruption involving students at the library was a result of an unfortunate misunderstanding stemming from the strong feelings of some members of BSU who had received a number of threatening phone calls during the day. These calls were certainly disgraceful and most regretful but they are not representative of the students who appeared at the library in opposition to the sit-in.

Their sole purpose was to assure the protection of their own civil liberties. This is not fascism, Mr. Callender. Check your history and you might realize who the real practitioners of fascism were at that demonstration.

I regret that a few phone calls and one satiric letter appearing in Statesman (about ASU—which was later explained) caused Mr. Callender to formulate his views in the manner that he has.

I would ask him to try to understand that there are many students on this campus who are seriously opposed to the confrontation-crisis-oriented tactics employed by SDS under the shady guise of freedom. And I would also ask him not to confuse the aims of BSU with the misguided actions of some students on this campus.

One further note: I would like to know if Mr. Callender was in the library at 3:00 p.m. on Wednesday afternoon and if he heard the stream of abuse and the multitude of obscenities that were thrown at Dr. Pond by the protesting students with whom he was attempting to reason.

Matt Low

ADMISSIONS

TO THE Editor:

Is Don Rubin kidding? His proposals for admissions to this University are unfeasible and absurd.

I ask Mr. Rubin (who likes to put his heart in the right place, but usually misplaces it), to put himself in the high school senior's shoes. Look at the qualified student, Mr. Rubin, not the "stupid" one, not the "black" one. Suppose this student has an 89 or 90 average with fairly good boards, and he expresses "a desire to attend Stony Brook University." Suppose this student is not admitted by lottery. Suppose, after the 50% of the freshman class is selected, the cut-off average is 91. Suppose he is not admitted, while another high school graduate with a 75 or below average is admitted. Mr. Rubin wishes to be fair, but is he?

It is not the task of this University to give "special opportunities" to students who do not

qualify. No special opportunities were given to me when I first applied here in 1966. My average was too low, and I was rejected. My "desire to attend Stony Brook University" made me get those grades up in a community college. I worked, and I succeeded. My grades were so good I sent only one college application in 1967. It was to Stony Brook. I made it, and I am still here.

When I look back, it was not difficult at all. Everyone here at Stony Brook knows how easy work is in a community college. They have smaller, more personal classes and they are organized to work for those students who do not make it to the four year college. Let the community colleges alter their admissions standards and admit all those who express a desire to continue their education.

Let those underprivileged Mr. Rubin seems to care so much about try it in a community college. They need to prove it to themselves, not to us, if they can make it.

And if they can't make it there, Don, they can't make it at all.

Irene Nowell

ED. DEPT.

To the Editor:

Three tired and one angry student representative have been hung up in an attempt to perceive the relevance and direction of the Education Department's motives. The following is a brief summary of recent horrifying events.

1. Two proposals are now in the Curriculum Committee concerning certification requirements and a major in education. We urge all students who are interested in education to go to Dr. Seifman's office (SSB Fourth floor) and request free copies of the proposals. Mr. John Durran is the advisor for elementary education and will answer any questions for students on this subject.

2. Wednesday, March 12, 1969. Meeting with the vice-president of Liberal Studies, Dr. Gelber. The mission of the Education Department in their eyes is, 1) to prepare teachers, 2) to offer continuing education for teachers, 3) to pursue education as a field of inquiry. Since it appears that all three tasks were not and could not be fulfilled under the present conditions, the Education Department futilely attempted to receive assurance that conditions could be changed (monetarily) for them to expand. The only suggestion which seemed to please all present (Gelber, vice-president of Liberal Studies, Weisinger, director of the Graduate School, Hoffman, Provost, and the Education Department) was to create a fifth year program. This would mean that no undergraduate education courses would be given at Stony Brook. People selected for the fifth year program would have one year of intensified teacher training at the end of which they would receive certification. Other suggestions at the meeting included limiting the number of education students to 200.

3. Monday, March 17, 1969. Meeting to establish priorities for course and program development within the department. The priority of this meeting turned out to be a discussion of a fifth year program. Opinion polarized

in the department; the students present didn't feel that a fifth year program was in the interests of the undergraduate student body.

4. Monday, March 17, 1969. Meeting with Dr. Weisinger, director of CED. Dr. Weisinger implied that the teacher preparation program was too important to entrust to the Education Department. Therefore, a University-wide teacher preparation committee is and always has been responsible for teacher preparation. To quote Dr. Seifman, acting chairman and director of Teacher Preparation, "... the Department of Education has the responsibility and authority for courses in education offered at this University and not for the teacher preparation programs."

We object to the elimination of any alternatives for the students. A fifth year program will not add any quality to the present system. The Education Department concedes that the present four year system is not of the finest quality, yet one year will miraculously solve all existing problems!

We suggested the establishment of a new course structure that allows students to participate in the teaching process as early as the sophomore year. Our suggestion was tabled because their priority is a fifth year program. We contend that the present four year structure could be greatly improved to prepare teachers, and not to hand out pieces of frilly paper as the present and perspective structures do.

There is a need for student involvement in order to save and improve the undergraduate education program. Please send suggestions, threats, and ultimatums to SEC (Students Education Committee) c/o the Education Department, SSB.

Richard Coveny

Robert Callender Writes

When I sit by my window and look out at the people streaming like slime mold, either away from, or toward the direction of the library, I watch them and wonder what they are thinking about. After hearing the news of the Stony Brook 21 being sentenced to 15 days in jail, I went into the cafeteria and I could sense nothing. Usually in cases such as these when injustice and politics gain victory over justice, there is some kind of compassionate feeling of tension, something like the feeling everyone had when the Kennedy Administration confronted the Russians about their pursuits in Cuba. There was a reporter standing at the top of the balcony in the cafeteria, and I hope whatever his thoughts were about the people he saw, he did not include me.

There are questions I would like to ask which should be basic to the minds of every individual walking around this campus, not knowing the end of his alimentary canal from a hole in the ground. What kind of university am I attending, which first disrupts my peace of mind by lying to me, cheats me out of a decent education, turns my fellow students against me, gives me a reason to protest, and then ultimately puts me at the mercy of the police. After which, of course, I am put at the

DISRUPTION

To the Editor:

I don't disagree with the right of students to protest by demonstration except when it interferes with the rights of others. Twice last week my rights have been infringed upon. In a lecture class, a rather long "funeral procession" disrupted the class in the Dow Chemical protest. In the library March 12, study was nearly impossible due to the noise and the obstructed staircases were a physical hazard. When demonstrations are carried to the point of interfering with personal rights, they defeat their purpose by only arousing the wrath of persons inconvenienced.

Carol Van Buren

COURSES

To the Editor:

I am a poor simple freshman at good old SUSB. I am not an activist; I am probably as apathetic as anyone on campus. I did not participate in the takeover of the library because I don't care enough. But I am sick and tired of taking bullshit courses simply because I need 120 credits to graduate. Out of the five courses I am now taking, three of them are absolute rot. Anthropology 101 is a course where I sit in the lecture because it's quiet in there with everyone sleeping and I can get my English papers done. Very often, if I finish early, I join the exodus of students who are leaving because sleeping in an auditorium seat is not too comfortable.

In Art 102 I sit with 150 other pseudo-students and try to sketch the so-called works of art that are flashed on the screen for about ten seconds each. One of these weekends I shall traipse down to the Museum of Modern Art with some friends to get material so I can write my art paper in anthro.

To my great surprise, I passed Psych 101 last term and find

myself in Psych 102. This term, instead of failing a lecture-wide test, I will fail five recitation quizzes along with the thirty or so other people who are unable to transfer out of my section into a new one that has just opened. We fail because the T.A. changed her mind on what the answer to the question would be between the time we discussed the topic in class and the time we took the test (about five minutes).

I am beginning to wonder what the hell am I doing out here at Rocky Creek if I am taking such bullshit. This letter is not sour grapes; I came very close to a 3.0 last semester to the delight of all of my relatives. Unfortunately they don't know that the grades given at this school have no relevance to anything. I'll probably be back next year because I don't want to be drafted, but I can't help wondering if I would be better off in Vietnam.

Scott Abbey

THANKS

To the Editor:

Without intending to comment on the merits of the controversy that produced the sit-in last week, I want to congratulate Statesman and its staff for what seemed to be a thoroughly rational professional job of news reporting. From all I can discover your reports were a sincere attempt to preserve observed events in the most complete and dispassionate correspondence to reality as could be produced under the circumstances. Statesman has not always been this way, and to find its reporting so admirable at a time when there were many temptations to be otherwise is to my mind one of the most significant and hopeful results of the recent confrontation.

George R. Petty, Jr.
Department of English

mercy of the court to be thrown into jail, and to suffer an exposure to which no human being should be exposed?

And then I ask myself, what kind of insensitive, inconsiderate pusillanimous worms have my fate been given to? Why is it not possible for me to depend on the administrators for the kind of support that every individual student needs from his administrators? I have never been a parent. However, one of the most technical aspects of a parent turning their child over to anyone, whether that anyone be a baby sitter, the man in the park, or a university, is that their child, the fruit of their womb, will be well guarded and protected with the life of that temporary guardian. If I were a parent at this moment, I would be asking myself what kind of people would lack the insight and the compassion as to stand by and have my children persecuted, and put into the bonds of incarceration? I would also ask on the same breath, is this the reason for me paying taxes? So that my children can be thrown into the hands of the most incredible set of diabolical maniacs this world has ever seen? But I am not a parent; therefore, I shall ask some questions of my own. What kind of university would put its students at odds with each other? Can one call a place which

harbors evil, selfish, totalitarian, archaic, ideals a university? This snakepit which simply looks like a slave camp has a motto which insults the implications of semantics. It says to make each all he is capable of being. Can't they see that all they are doing is turning the minds of the young against what could very well have been a system with a happy ending? Put the children in jail. This is the philosophy that racist, as well as conservative, live for. I happen to personally know one of the students arrested, Jeanne Friedman is nothing but a skinny kid who could not be over 18 years of age. I can imagine her shaking as she walked up before the big bad judge to receive an unjust sentence for something which is in the first place unjust, unreal, and uncompromising. The skinny little girl who wobbles when she walks deserves the praise that the establishment throws on the administrators for doing their dirty work. However, praise ain't never got nobody out of jail. For Jeanne Friedman and 20 others, jail will be their home for the next 15 days. In the meantime, the criminals who put them there are walking free and smiling in the faces of their next victim.

I only hope no one asks me what I would do.

Evaluation Of College Program

From our viewpoint, this draft proposal lays the foundation for a working, successful Residential College Program at Stony Brook. It is a culmination of the ideas of both students and faculty for a more rational, more innovative academic program at this university.

Today, a serious problem in higher education is, to quote the document, "Teachers are answering questions not being asked." The frustration of these students is evident in many ways, and as yet there have been few accepted answers to this national problem. It is the continuing purpose of the Program to eliminate irrelevance by defining one's own education through innovation.

It is necessary that the students have a say in their own education. It is far too easy for one generation to misjudge the needs and the interests of another, leading to a conflict doing irreparable harm to the progress of education. It is inherently necessary that the means of communication be kept open. Not only does this Program encourage and maintain this communication but it allows students and the faculty to work together for a better education.

But to realize these goals, students must be considered adults. For too long the university system has been acting like a doting parent. This attitude has done little to encourage self-reliance and initiative. The further development of the Residential College Program should and will put more emphasis on the student's responsibility for his own higher education. Throughout the draft proposal, the student's roles and responsibilities are continually stressed and indeed without

recognizable student interest, the Program will fail. It is the hope of those who framed this document that a working Program will involve substantial, in fact, all of the resident students in this institution. It is time for the University to cease the role of in loco parents and allow students in the residence halls to control the conditions of their environment within the dormitories and initiate educational programs.

The Program as proposed is academically oriented. It involves a concerted attempt to instill cooperation among a college Master, college advisor, resident advisors and legislature in a common goal to further relevant education.

Under the proposed Program, students are able to initiate credit courses in their residential colleges in any conceivable academic discipline — courses which are not or cannot be carried in a departmental structure. The college staff, including Masters, college advisors, resident advisors and course instructors will be hired with the approval of the college government. This staff will act as an advisory team to the whole college.

The college legislatures are to be totally transformed. Together with the responsibility of initiating courses and establishing working governance structures in the colleges, they are responsible for the maintenance of an academic, social and cultural program within the colleges. A college advisor of their own choosing shall be assigned to help guide the legislature in the formation of a program, and to head the College's own advisory and counselling programs for the residents.

Of primary significance throughout the whole draft is the importance of student leadership and initiative. Students must be made aware that this program revolves around them and that they are the central focus. Faculty are present not to dictate but to advise and teach, and their counsel and ideas are inherently important for the further development of the Program.

With the application of this Program throughout the University, a new sphere of education, being sought by many, will be created. An academic and cultural program in the dormitories developed along these ideas should make living at Stony Brook one of the most interesting and innovative aspects in the students' careers.

The comprehensiveness of this draft proposal and the changes it will bring about will naturally cause a period of readjustment within the whole Residential College Program. It is our hope that interested students take a hand in the communal development of this Program through this period of readjustment. All of the resident students should and hopefully will become involved and it is highly important that the ideas and aspects of this Program be communicated to them. We have already taken the first steps toward broadening and involving ourselves with our education. Now is the time for the students to step forward and take hold of the ideas in this proposal and make them a reality.

Robert Giolito, Chairman of Residence Board
Mark Lasky, Executive Committee of R.C.C.

On The Right

By PATRICK GARAHAN

The March 18 issue of Statesman was filled with articles, editorials and opinionated columns concerning the demonstration that occurred at the library on March 12-13. Much of the space was dedicated to the issue of "polarization" of student groups on campus. Mostly, this was deplored as unfortunate or regrettable; Mr. Board even refers to it as a "cancer."

It seems to me that most of these people do not realize the reasons behind the differences in viewpoint. The recent manifestation of disagreement with the radicals (i.e., the petition with 2300 signatures) is an attempt of a large portion of the student body to express themselves. The divisive force is a result of the actions of the radical activists not the 2300 who signed the petition not the engineering students. The right wing element is totally assimilated into the University Community until the radical left chooses to subvert the freedoms of the rest of the students.

Those who signed the petition disagreed in principle with those who occupied the library. The words of the statement were not as vague or ambiguous as the demands of those in the library were. Point four states, "The University should punish anyone who deliberately violates the rights of others through such (the library) demonstrations." Those who occupied the library were deliberately violating the rights of others.

ruption, was acceptable, to many on this campus. Since leaving the ranks of the Stony Brook student body, Mr. Cohen's status was that of a guest when he was on campus. By his actions (not political ones, illegal ones—there is a difference here) it was not incumbent upon the Administration to press charges in a civil court. They merely expressed their wish that Mr. Cohen remain off the campus since he had proven that he was unable to bear the responsibility entailed with being a guest of the University and informed him of the consequences if he chose to disobey.

In the final analysis of the results of the demonstration, a salient point has appeared. A large portion of the student body has recognized that crises oriented, confrontation politics, as practiced by those people involved in the library demonstration, pose a threat to the basic liberties of all those in the community. I do not see the present separations of ideology as a "cancer," but rather as a metamorphosis of the student body from an apathetic one to a group intending to see that their rights are preserved even if those who are intending to usurp their freedoms are also students.

Notices

Jerry Rubin, founder of the Yippies, will give a talk sponsored by Washington Irving College at 8:00 p.m. on Wed. March 26, in ABC Lounge. His topic will be: "Disruption on Campus"

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On The Screen This Weekend

By HAROLD RUBENSTEIN
Statesman Arts Editor

Someone in the biggies offices must have known that midterms are coming because they sent around a pretty paltry package for young cinema lovers this weekend. Your best bet is to see the two films on campus because they're about the best around.

PHYSICS BUILDING THEATRE
Becket—Starring Peter O'Toole and Richard Burton; directed by Peter Glenville.

The best film playing in the area this week and one of the most satisfying any time. Opulent sets and costumes flank a glistening cast in the Edward Anhalt's robust adaptation of Anouih's play concerning the conflict of conscience between Henry II and his best friend Thomas a Becket, the archbishop of Canterbury. Maybe the film is not as poetic, but it is more powerful and stirring than *A Man for All Seasons*. Heading the massive cast are two majestic performances by Messrs. Burton and O'Toole. They benefit in the depiction of the struggle of conscience by the bond that Henry thought would help his friend Thomas to become powerful, in the end caused jealousy, hatred, and finally murder of a beloved.
Fri. and Sat. 7:00, 9:00, 11:00

SMITHTOWN THEATER

Swiss Family Robinson—Starring John Mills, and Dorothy McGuire; directed by Peter Annikan—a Walt Disney film.

Winnie the Pooh—Starring everyone in the book—an animated film by Walt Disney.

The kiddie matinees have hit the big time. So, grab your Raggedy Ann and/or G.I. Joe, run to the nearest deli to buy 400 bags of Old London popcorn, have your mommy drive you to Smithtown, tell the ticket lady your daddy said you're just tall for your age and you don't have to pay dumb adult prices, sneak your way into the balcony. (which will be pretty swift if you can do it, considering there is none in the Smithtown Theatre) and watch the master-child hypnotist in his purest and most adventurous form. Though it may not be your groove, *Swiss Family Robinson* and *Winnie the Pooh*, are good in their genre. Fine family entertainment. So I guess those of you who have been lucky enough to have a family will have no trouble deciding where to take the tykes this weekend; beats facing mother. Those of you who are still following the Planned Parenthood guidelines will just have to regress or take your neuroses elsewhere.

Fri. and Sat. **Swiss Family Robinson**: 7:00, 10:10
Winnie The Pooh: 8:40

THREE VILLAGE THEATER

Pendulum—Starring Jean Seberg, George Peppard, Richard Kiley. Premiering Friday.

The Model Shop—Starring Anouk Aimee, Gary Lockwood; directed by Jacques Demy.

Neither film has been reviewed at present time, because *Pendulum* does not start until Friday, and as *The Model Shop* is a mediocre love story set in Los Angeles that was not worth travelling into the city to see. But the manager of the theater saw them. Here is his capsule review of *Pendulum*; "Absolutely terrible." Now for *The Model Shop*, made by the same man who did *The Umbrellas of Cherbourg* (this film is about the woman Lola that the girl's husband once loved), "They are both garbage. If I wasn't the manager I wouldn't come to this theater. Why don't you go see *Becket*." Finis.

BROOKHAVEN THEATER

Buona Sera Mrs. Campbell—Starring Gina Lollobrigida, Shelly Winters, Phil Silvers, Telly Savalas, Lee Grant; directed by Mervin Le Rou.

Critics consensus—a moderately risqué comedy about an Italian woman who had three lovers during the war and writes them all that her daughter is

theirs and their decision to come to see her. All critics praised the acting especially of Miss Lollobrigida, Grant and Mr. Savalas, and many considered the film funny throughout. But some of the more "intellectual" journals considered the film a good idea that went sour and vulgar."

Fri. and Sat. 7:00 and 9:00

PORTJEFFERSONARTCINEMA

Rachel, Rachel—Starring Joanne Woodward, Estelle Parsons, James Olson; directed by Paul Newman.

A quiet but compelling film that would be riveting if it had not been so long. Nevertheless, Newman has made an impressive directorial debut with a study of a woman who sees no chance to love and waits for the peace that comes with death. Staring vacantly, afraid of the world, Miss Woodward is superb as the pathetic creature who yearns for an ounce of love. Her scene in the doctor's office for her supposed pregnancy is unforgettable. Splendid assistance by Estelle Parsons and the other supporting members of the cast. The beauty of this film lies in part in the excellence of the secondary roles, the capturing of the stifling atmosphere of the small town, the petty people, their dreary lives, that add to the horror of Rachel's existence. However, some of the dullness affects the spirit of the picture as it too tends to drag toward the middle. One final note—Mr. and Mrs. Newman's daughter plays

young Rachel and her eyes are so blue they make Mr. Newman's look like an albino's.

Up *The Down Staircase*—starring Sandy Dennis, Eileen Heckart.

The main problem one must overcome with *Up the Down* is that it is not the same as the book. The book was a hilarious collection of anecdotes, letters, and compositions a teacher had garnered in her first year in a public city school. The format of the book was impossible to keep in transition and with its transformation went the mood. *Up the Down Staircase* is sometimes funny, but more important is an honest, hectic, and relevant depiction of the New York City school system. The screenplay by Tad Mosel opens up the book from the diary and portrays the myriad of problems and emotions young students and teachers face in urban ghettos. As the new teacher, Sandy Dennis whines, cries, and gnaws her way into credulity making her sympathetic, and effective even if she is on the verge of hysteria. The rest of the cast is uniformly excellent. Shot on location in New York City in a city school, so there is no running away from the illusion.

Fri. and Sat.
Rachel, Rachel: 7:00, 10:10
Up the Down: 8:40

Gallery Reopens

Gallery North in Setauket reopens on Sunday, March 23 with a "Meet the Artists Afternoon" from 2-6 p.m. Everyone is invited to attend.

For its first 1969 show, the gallery will exhibit sculpture by John Terken of East Meadow watercolors by Ray Goldberg of Rockville Center, oils by

Susanne Hurt of New York City, and a special collection of jewelry and utensils by four Long Island silversmiths.

This exhibit will continue through Thursday, April 17. Gallery North, located on North Country Road in Setauket, opposite the Thompson House, is open Tuesday through Saturday, 10 to 5.

Special: An Apology—For Candy

By HAROLD RUBENSTEIN
Candy—Starring Richard Burton, James Coburn, John Astin, John Huston, Walter Matthau, Charles Aznavour, Marlon Brando, Ringo Starr, Sugar Ray

Robinson . . . and as the delicious treat Ewa Aulin; directed by Christian Marquand.

I would like to apologize first to those people who read my weekend synopses before they go out for the weekend. Last week when I reviewed *Candy* I had not seen it in its entirety, yet I felt safe to make a judgment. I am sorry, I have judged wrong. On viewing the complete film, I have realized I was too restrained in my feelings. Restraints lifted, I feel free to say that *Candy* is the most disgusting, lewd, vile, cheap, nauseating, unwholesome, unclean, and uninteresting film ever made, bar none, and that includes anything and everything that ever had John Wayne in it. While watching *Candy*, one sits stupefied, amazed and dismayed at the amount of perversity and sexual suppression that must brew deep in the loins of men everywhere. How else could a major motion picture distributor sanction a film that can be considered nothing more than the visualization of a wet dream?

Candy was only rated R. As Grandma says, "With money you can get honey." *Candy* was too expensive a film, with too many "important people" involved to suffer the financial burden of an X, so it was let off easy. I now propose a new rating-F for Forbidden.

It is perfectly obvious to the reviewer that all this is most probably just setting every male salivary gland into convulsions and you will not heed a word I say. Good, I hope you go, it will serve you right, because there are just so many variations on the same theme, and *Candy* tries about 23 too many and becomes deadly, an absolute bore. But before it gets to that stage we get to see Richard Burton make a complete ass out of himself, trying to lick booze off a floor, and screw a doll; realize that Ringo Starr is about as electric an

actor as a Bissel sweeper, and that Walter Matthau is not always a funny slob—sometimes he is just a slob. The climax of nausea occurs with a vulgar operation that includes a gala crowd dressed formally to watch the event, music, *Candy* falling out of her dress, James Coburn as the doctor, squirting himself with blood, drilling into *Candy*'s Daddy's head, sticking in a long rod in same to the orgasmic ecstasies of a female onlooker, and pulling out a bloody middle finger to exhibit to his cheering crowd.

And what about the dear sweet thing herself, *Candy*? Ewa Aulin is the precious creature and God has given her much for one to think her precious for. She is mainly required to exhibit and expose her bod. This she does with great ease. However, she always looks as if she swallowed a peach pit, and tends to speak as one would to a three-year-old. Her innocence is unbelievable and repellent. One eventually wishes *Candy* would get pregnant so she would get the hell off the screen

Besides a loud and sometimes bouncy rock score, there is nothing repeat nothing, that is even moderately good in *Candy*. Buck Henry's (who incidentally co-authored *The Graduate*) script seems like one page of copy mimeographed for each star. Because it was supposed to be a travesty, there were so many chances to have fun with the camera in seduction scenes, et cetera. Marquand's camera must have been cemented to the floor, his mind full of the same. *Candy* is rotten. No film in recent memory smells so bad, deserves more censorship, or depresses so many people. It is a satire that forgot to be funny, indulging itself to the point of gluttony, winding up with a massive case of diarrhea. One's best bet is to stay away from the vermin, rest in bed, and pretend it was never there.



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Walls and tables have become showcases for display. Most are fascinating; others are different. One work, "White," consists of styrofoam cups, plastic spoons, Q-Tips, Salvo tablets, sugar cubes, Chicklets, and Bayer aspirin — a do-it-yourself drug store which sells for \$200. Another of the "different" works is "Idea," which is composed of white rocks encircling a small light bulb — \$75.

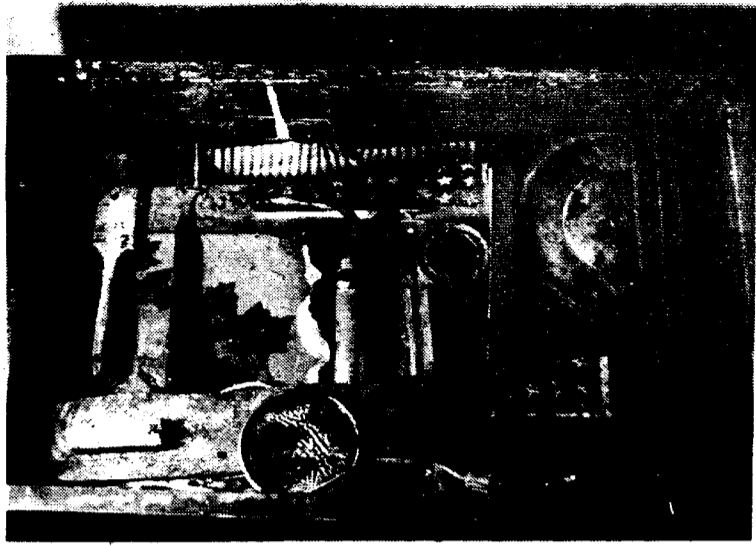
Among the nouveau art forms is William Gawlik's "Beatles—John, Paul and Ringo," a three-paneled abstract watercolor which, although looking more like "Stars and Stripes Forever," is one of the standouts of the exhibit, if only for its size alone. Al Walker's "Hieronymous Bosch" is also an engrossing attraction. Created from paint brushes, wood, paper, paint cans, and an empty Johnny Walker bottle, the whole conglomeration is nailed into an old, paint-spattered drawer. Surprisingly, it all fits beautifully and is possibly the most impressive work in the show.

Although the exhibit focuses on free art forms, the traditional

art modes have not been neglected. There are numerous eloquent still lifes, sculptures, forest scenes and portraits for those conservatives who think a collage looks like lacquered paper mache.

Intermingled with the beautiful forms are the grotesque—Walter Winika's pencil drawing, "Self-Portrait of My Father,"

and Lorraine Enner's oil, "Rebecca, Comment on Age"—which distort reality and metamorphosize it into still another art form. There's much more to see, to contemplate, to appreciate and perhaps misinterpret. But it's all there to experience and without fear of being accosted by a glaring orange dot.



"Hieronymous Bosch"

By ALICIA SUSZKO
Sitting alone in an art gallery gives one a terribly frightening feeling. Have you ever noticed how that one orange dot in the middle of that white corner canvas seems to be staring at you?

Photograph by Peter Coles
So many art exhibits completely confuse their audiences, turning people off and driving them away. But not all art is designed to alienate, as demonstrated by the Student Art Show at Mount College. From March 16-22, the

Creation of A Cooperative



Art Students Society will encourage the making of woodcuts, such as the above, sculpture paintings and drawings in their cooperative

A group of art majors are bucking the Administration's apathy toward the Art Department and forming a cooperative agency. They will put pressure on the Administration, but the most important aspect of the new Art Students Society will be the cooperative.

In order to help art students fulfill their potential and to gain experience in large commissions, the society will set up an agency to contact non-profit clients in the community. Photos will be taken for a portfolio next Tuesday and Wednesday afternoon at Point of Woods. Information is available from Joan Tedesco at 6813, Matt at 4509 or Al at 6413.

As part of the student-initiated plans, an art supply store will be set up in one of the dorm basements. Art shows and talks by prominent artists will be sponsored.

At a meeting last Tuesday of art majors and Mr. George Koras, the purposes of the society were discussed. Art Students Society will allow people to gain experience in large commissions. In addition communication will be fostered between the University and the outside community. Money from unsolicited donations will be pooled in a fund so that art students will have needed supplies, as is not the case now with the Administration's attitude. Mr. Lusardi, chief fund raiser for the University, has stated his willingness to cooperate with the society.

The University has been continually giving a raw deal to the Art Department. Art history

courses are scattered throughout any of the academic buildings, and studio courses are held in reconverted garages and dorm basements. Two professors, both mainstays of the department, are leaving on sabbatical, but the University refuses to find replacements because of the so-called freeze on appointments. The Fine Arts building, originally scheduled for 1970, will not be finished until 1975. In the meantime, a University Administration building will be put up, along with many science structures. Even the building itself shows the inequities given to the Art Department. The Music Department, with approximately nine majors, will get 25% of the building. The Theater Department will have 50% of it for its majors (now around 15) but the Art Department, representing over 100 majors, will only get 25%.

At the meeting last Tuesday, the Art Students Society formed a petition enumerating the above grievances. They hope to unite art students to put pressure on the Administration to stop ignoring the Art Department.

Because the architecture school to be opened in 1970 will have a temporary structure, the society will press the Administration to lift the ban on temporary structures on state property. At Oyster Bay Planting Fields, where SUNY Old Westbury is housed, many Quonset huts provide office and classroom space.

Art majors have found that waiting for the Administration to act is ludicrous. You can't wait forever to get the things that are long overdue.

Port Jefferson
ART CINEMA
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Rachel, Rachel
Starring Joanne Woodward,
James Olson, Estelle Parsons
Fri. & Sat. — 7:00 p.m. & 10:10 p.m.

Up The Down Staircase
Starring Sandy Dennis,
Eileen Heckart
Fri. & Sat. — 8:40 p.m.

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Intramurals

(Continued from Page 12)

However, the next period saw the teams playing run-and-shoot basketball. A pair of buckets by Rick Korwin put the Lobos ahead 29-23 and they extended this to 37-28 before the Shandys called time with three minutes remaining. When play resumed, the Shandys tried a full court press which was effective, but once possessing the ball, they couldn't score.

Tom Archibold and Rick Korwin, with 21 and 14 points respectively, paced the winners. Mike Seidenberg scored 18 for the Shandys, hitting both from the outside and the charity stripe.

Dorm and independent finals will be held this Sunday afternoon. The dorm championship game is scheduled to start at 2 p.m., with the independent opening jump at 3 p.m. Wednesday at 7:30, the school title contest will be played between Sunday's winners.

At this time I would like to apologize to Bart Goldstein, of the winning handball doubles team of Bittenson and Goldstein. His first name was incorrectly given in my last column, due to inaccurate information which I received.

Bowlers Pick Up Tie

By VINCENT MARAVENTANO

The Patriot bowling squad made a late surge to tie league-leading Adelphi 2-2 in a L.I. Intercollegiate Bowling League match held Tuesday.

After losing the first game, it looked as though Stony Brook would take the second, but three strikes in the tenth frame by Adelphi Captain Rick Leek gave the game to Adelphi by a one pin margin.

In the final game however, the Pats quickly surged ahead on early triples by Aldo Rovere, Jim Duffy, and Captain Mike Herman and triumphed by 77 pins, enough to give them total wood and tie the match.

Crew

(Continued from page 12)

up for another one. This is not the case, however. An oarsman is under tremendous strain since each stroke he takes is the equivalent of pulling 70 pounds up to his chest. With about 250 strokes to a race, he must concentrate intensely on the stroke—pain and fatigue must be shut out of the oarsman's mind.

With 40 or 50 strokes left in the race, the coxie calls for a sprint, and the crew takes the stroke up as high and hard as they can go—usually between 40 and 44 strokes per minute. Once over the finish line, the crew practically collapses over their oars. Even the elation of victory can be overshadowed by the complete exhaustion (sometimes compounded by nausea) at the end of a race.

If this makes crew sound like a rough sport, that's because it is. It takes strength, stamina, and perhaps most important, guts. This year's crews will probably be the best in Stony Brook history. They deserve support. Come down to Mt. Sinai Harbor on March 29 or April 19 and help cheer the Patriots to victory.

The Stars Who Don't Play

By JOEL BROCKNER

"It's imperative that we work hard in practice so the first string players are in top condition when game time arrives."

The speaker was Al Franchi. The "we" are the substitutes of the Stony Brook fourth basketball team.

Most people come to a game see the best seven or eight players on the team in action, and are not aware of the preparation and effort that goes into each game.

"We have to practice six days a week, usually for two or three hours a day. Not only that, it's tough to get down to studying after practicing hard for that length of time," Franchi continued.

If you asked any of the following (Joel Kleinman, Dennis Rand, John Holownia, Joe Jastrab) they would be sure to agree. So why do these players bother to play?

Franchi said, "First of all, we all love the game of basketball. Without this feeling, none of us could have the initiative to put out. Then, of course, we have a certain amount of pride in this team, for how we do in games is very often an indication of how hard we worked in practice. Lastly, it's great to be part of a team. You make new friends, do things together besides playing basketball, and develop a feeling of unity, responsibility, and self-respect."

"Sitting on the bench does not bother me, as long as I know I did my best during practice that week. Furthermore, there are simply too many guys on the team who are better players than I am and deserve to be put into games before me," Franchi concluded.

This may sound like the typi-

cal All-American buildup article for Al, but the simple fact is that he is very well liked by his teammates, and Coach Tirico was even prompted to say, "There's no doubt that Al is a tremendous kid. He's all for the team. Like everybody, he worked real hard all season long, which is something not easy to do when not playing regularly."

Tirico went on saying, "A coach feels bad when he can't get guys like Al into the game. That's why I appreciate the work he and all the subs put in to this team this year."

The point to remember here is that in many ways, all ball-players are equally important in contributing to a team's success.

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Can Diamondmen
Follow In Basket-
ballers Footsteps?
See Tues. Edition

Page 12

Friday, March 21, 1969

Intramurals

With Jerry Reitman



Sunday afternoon the intramural basketball semi-finals were held in the gym. In dorm competition the victors were G C-1 (47-32 over JS A-3) and Cardozo B-3 (58-42 over Henry A-1, B-1). Independent honors went to the Chug-a-lugs (56-38 over JLA) and the Lobos (a 46-36 victory over the Shandys).

En route to the finals, C-1 had two close calls. Meeting G B-3 in the quarters, the lead went back and forth in the opening half, which ended with B-3 ahead 27-23. C-1 fell further behind in the second period and trailed 39-31 with six minutes to go.

Then the team came back to life. C-1 scored ten straight points while shutting out B-3, and won 41-39. Foul shots by B. C. Friedman and Joe Bellard helped decide the ballgame, after Larry Rose scored ten points to keep the team close in the first half. Blown fast-break layups, missed open smots, and turnovers near the end cost B-3 dearly.

Playing JS A-3, C-1 fell behind 7-0 after eight minutes, before Bruce Friedman broke the ice with a score off a rebound. After Howie Weiner scored twice on fast-break layups, C-1 started to control the boards. Doug Snyder led the comeback with three baskets from the inside, before an amazing shot by Lance Lefferts (who was trapped in the corner) ended the half in an 18-18 tie.

The game was broken open by B. C. Friedman, as he hit six shots from the outside to give C-1 a 33-27 advantage midway through the concluding period. The last ten minutes were a rout. Friedman led all scorers with 17, while Lefferts paced the losers with 16 points.

In the second contest, Cardozo B-3 gradually pulled away from Henry A-1, B-1, and their lead grew to 37-21 before A-1, B-1 could sustain an attack. It failed, getting no closer than nine points. Mike Levinstone scored 12 points in each half on 11 of 20 from the floor, most of them coming from the outside. Steve Jacobs added 15. For A-1, B-1, Eric Shapiro tallied 21 (11 of 14 at the line) and Craig Baker had 16 points.

As for the independents, the Chug-a-lugs controlled their game. They built a 12 point lead, then played deliberate ball. Danny Fastenberg and Matt Low dribbled around and got fouled. Fastenberg scored 13 points and Low had ten (all at the foul line), but scoring honors went to John Marshall with 23 points. Rusty Littman sparked the losers with 15 markets before fouling out.

Closing the days action, the Lobos and Shandys played a game marked by contrasts. The first half saw both teams ice cold and taking their time. With 90 seconds left, the score book showed an explosive battle, an 8-8 tie. The half ended 14 all.

(Continued on Page 11)

Booters Play This Spring

By MARK LEVINE

There will be a limited soccer program set up this spring under the direction of Coach John Ramsey. It will consist of two workouts during the week; on Mondays and Thursdays, and a choose-up game on Sunday afternoons. The main emphasis will be on recreation

and on enjoyment of the game rather than on building next year's team. In this vein, any member of the University Community is encouraged to attend. The first practice will be on Monday, March 24, at 4:00 p.m. If there are any questions please call 7320.

Interview, Part II

Pats Kirschner Speaks Out

Statesman: What was the greatest thrill of your career?

MK: There were quite a few moments that meant a lot to me. The Lehman game this year had to be one of the biggest. It was just great how so many fans traveled to see us play and how they all hugged and kissed each other when we won. It felt great that we had contributed so much to school spirit and developing a sense of community. From an individual point of view being named MVP in the conference and setting the scoring records were great thrills, but the biggest of all had to be when I opened the letter that told me that I had been named to the Basketball Writers All-Met Team. I almost fell out of my chair.

Statesman: Who's the best ball player that you came up against during your college career? The best team?

MK: It has to be Jeff Kelly of Pace. He finished second in Conference MVP voting. If he had won, I wouldn't have been surprised. Jeff is a better individual player than I am, but I guess it was felt that I contributed more to SB than Jeff did to Pace. The best team we played this year was the University of Buffalo. They have the only real big time schedule of any team we met. We felt before the game that if we played well we had a chance to beat them. We did play a good game, but they simply outplayed us.

Statesman: What did you think of the refereeing this year?

MK: I felt that there were several games in which the refs definitely favored the other team. The games against Oneonta and Harpur and the home game against Post were pretty bad, but the worst was in the

final round of the Sacred Heart Tournament. After the game I half expected the refs to be given watches, too. (The watches are presented to each member of the winning team.)

There were a couple of games in which I think the refs gave us an advantage, and there were three games, the Buffalo game and the two play-off games against Pace and Lehman, in which I thought that the refereeing was excellent. In the Marist game I think the refs should have called more fouls at the beginning of the game so that it wouldn't have gotten out of hand like it did.

Statesman: How did you get your nickname, the "Big O"?

MK: In my sophomore year we scrimmaged against New York Tech. They were a far superior team to us and were supposed to have beaten us by thirty points or so. I had a good day and we were lucky enough to keep the score very close. Toward the end of the game, Rudy Bennet from Tech turned to Jeff Kagel and said, "I can't understand why this game is so close. Your team stinks except for the 'Big O' over there," and he pointed to me, referring, of course to Oscar Robertson of Cincinnati. Jeff thought it was appropriate, started calling me that and pretty soon it caught on.

Statesman: Do you think you'll be drafted to the pros?

MK: Well, the New York Nets drafted two LI ball players last year, so you can never tell. I think I could play in the ABA, but I don't think I'd want to. I'm not the type of person who would enjoy the constant moving around from place to place, although if I do get any kind of offer, I'll have to give it serious consideration.

Statesman: How do you appraise next year's basketball chances at SB?

MK: Next year can be a very good year. Gene Willard is the one who I believe has to take over the team leadership. Bill Myrick from the frosh team will probably take my place in the backcourt and will score quite a bit, but Gene is the important man. With almost everyone coming back and Dudley Cammock, Andy Simmons and Myrick coming off the frosh team, I think the varsity can be pretty strong.

Statesman: What are you going to do now that the season is over?

MK: I definitely have to catch up on my schoolwork. I also have some other diversions; I paint a little and have a few fish tanks and I play pinball but I'm a lousy pinball player. Of course there's my girlfriend Arlene who, incidentally, helped me a lot this season.

Crew Deserves Fans

By ROBERT GRAYMAN

For those Stony Brook students who have never seen a crew meet, let me suggest that you come to one of the home meets listed on the page. Aside from the boost that the presence of fans will give the Patriot crews, the afternoon is bound to be

exciting for the spectators.

The tension builds as the crews leave the shore and row toward the starting line. Soon, the shells come into view. The coxie's voice can be heard calling the beat. The oarsmen look like machines, mechanically taking a stroke and then coming

(Continued on page 11)

Crew Schedule

Date	Opponents	Place	Time
March 29	Drexel Tech, C.W. Post	Mt. Sinai Harbor	9:30 a.m.
April 5	St. John's, Manhattan	Orchard Beach (N.Y.A.C.)	11:30 a.m.
April 12	U. of Buffalo, Buffalo State College, Canisius College	Buffalo	1:00 p.m.
April 9	North Shore Regatta Assumption College	Mt. Sinai Harbor	1:00 p.m.
April 26	C.W. Post, St. John's U. of Rhode Island	Hempstead Harbor	3:30 p.m.
May 3	Metropolitan Championships St. John's, Fordham, Post, Manhattan	Orchard Beach (N.Y.A.C.)	1:20 a.m.
May 9, 10	Dad Vail Regatta	Philadelphia, Pa.	2:00 p.m.

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